

Level 2 Technical Award in Child Development and Care (603/3293/1)

Assessment code: TACDC P001482

Submission date: 12 May 2022

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to highlight where learners generally perform well as well as any areas where further development may be required.

Key points:

- Grade boundary Information
- Administering the external assessment
- Standard of learner work
- Evidence creation
- Task responses
- Regulations for the conduct of external assessment

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

Grade boundary information

Each learner's external assessment paper is marked by an examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

Grade	A*	A	B	C	D	NYA
Raw mark grade boundaries	59	51	43	35	27	0

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

**In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.*

Below you will find the percentage of learners that achieved each grade.

Grade	A*	A	B	C	D	NYA	Learners	1999
% of learners	15.02	20.57	22.32	19.52	12.51	10.06	Pass Rate	89.94

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our Regulations for the Conduct of External Assessment. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our Regulations.

Learners must be given the resources to carry out the tasks and these are highlighted within the Qualification Specific Instructions Document (QSID).

Standard of learner work

- There have been some excellent examples of learner responses, demonstrating that learners are working at the correct level, and are well prepared for the assessment
- Many learners have attempted to answer all questions and have been able to access the higher grades
- Preparing learners for the rigour of the longer questions would improve the performance of learners and improve their overall marks within the examination
- Learners are required to have a sound knowledge of all learning outcomes across the qualification prior to commencing the examination
- Centres could provide learners with revision of the verb explanations for this assessment to ensure understanding of the expectations for the command verbs
- Centres should remind their learners to focus their answers on the age of the child within the case studies/questions
- Some candidates found this paper more challenging than previous papers; this may have been due to a large number of re-sits being entered for the paper, or the impact of Covid-19 on teaching and learning, and content covered

Evidence creation

- Candidates work was in the main well presented, there were some issues and difficulties in reading some candidates handwriting and their responses
- Candidates that had used additional papers had clearly identified their name, candidates' number, question number on these, to allow marks to be attributed. Centres are reminded to securely attach papers together to ensure that they do not get lost from the main exam paper in transit

Task responses

Question 1

Most candidates were unable to gain all 3 available marks for this question. Many candidates confused 'reliable' with 'following the rules of the nursery'

Question 2

This was generally well answered, with most candidates identifying that being away from parents would support independence

Question 3

Many candidates were able to gain some marks for this question, 3 available. Some candidates wrongly referred to jewellery and makeup, which are not items of clothing

Question 4

Many candidates answered this question correctly

Question 5 (a)

Many candidates were able to gain some marks for this question, 3 available marks

Question 5 (b)

Many candidates were able to identify that the reason for following nursery policies and procedures is to keep children safe, and gain 1 mark, there were limited instances of further explanation

Question 6

Some candidates were able to give a correct answer and some candidates wrote about learning styles and not answering the question

Question 7

Extended response question, lack of development within answers at times to gain the higher marks

Question 8

Many candidates misunderstood the meaning of 'own initiative'

Question 9

Multiple choice question, which was often answered incorrectly

Question 10

Most candidates were able to achieve 1 of the 2 marks available

Question 11

Many activities suggested to promote a 9-month old's language development were not age appropriate

Question 12

Most candidates answered this accurately

Question 13

Most candidates answered this accurately

Question 14 (a)

A challenging question, and candidates often struggled to link to development, and age appropriate answers

Question 14 (b)

Candidates were, in the main able to give some correct information and gain some marks within this question. Higher marks were generally given to candidates that extended their work and discussed legislation

Question 15 (a)

Many candidates confused the meaning of the key term 'regression' with 'aggression'

Question 15 (b)

Extended response question, 9 marks available - most candidates were able to gain some marks, candidates gaining higher marks focused on how communicating with parents during transition would support the child, some candidates just wrote what they know about transitions, or about communicating with parents and did not link the two

Question 16

Generally, a well answered question

Question 17

A difficult question and one which most candidates were unable to achieve any marks for, some candidates were able to give generic responses of 'include all children', those that gave more focused responses around inclusion during routines and play activities were able to gain more of the four marks available

Question 18

This was generally a well answered question, with lots of candidates gaining at least half of the six marks available. Some candidates confused 'confidentiality' with 'confidence' and so were unable to access any marks

Question 19

Most candidates were able to answer this question accurately

Question 20

Most candidates were able to answer this question accurately

Question 21

Most candidates were able to answer this question accurately

Question 22 (a)

Most candidates were able to answer this question accurately

Question 22 (b)

Most candidates were able to answer this question accurately

Regulations for the conduct of external assessment**Malpractice**

There were no instances of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome on the assessment.

Maladministration

No maladministration was reported in this assessment window. The Chief Examiner would like to highlight the importance of adhering to the Regulations for the Conduct of External Assessment document in this respect.

Chief Examiner: Claire Pringle

Date: 14 July 2022